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EDUCATIONAL INDIA

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The author was formerly Special Officer for Citizenship Training in the Department of Public Instruction, Madras, and is at present Camp Chief (Scouts), India.

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The Problem of Limiting Numbers in Universities

By Dr. Dhanwant M. Desai.

AMONG some very crucial problems facing our universities today—is the extremely perplexing problem of limiting the number of students in our universities. We have, in our country, two strong categorical views on this issue, one which maintains that there is no case for limiting admissions to our universities and the other pleading vehemently for restricting the enrolment in universities in the interest of saving the rapidly deteriorating standards from utter disaster, and combating effectively the two arch enemies of our educational system, viz. wastage and stagnation. I opt for this group. I strongly feel that time has come for courageous thinking and bold decisions by our university administrators.

In recent years there has been in evidence some shift in thinking of the government and university administrators. For instance, at the second Vice-Chancellors' Conference that was held at Khadakvasala in June 1960, it was held that the proportion of university students in India was only about 2 per 1000 of population as against 20 in the U. S. A., 15 in the U. S. S. R. and 9 in Japan, and therefore the increase in numbers of university students should not be looked with much apprehension. Again, it was held that the students who would be educated in the Third Plan period would be needed for employment during the Fourth and Fifth Plan periods when the increased tempo would probably require a large number of suitably qualified persons. It was also maintained that some methods of

selection were being employed in all professional institutions and in some good institutions in the country. I do not share the views of this august body of the administrators that there is no case for limiting numbers in our Universities.

My first thesis is that expansion in enrolment in our institutions of higher education in the last fifteen years has not been commensurate with the capacities of these institutions to provide that quality of education which is expected of them. You will agree with me that the Nation expects that the institutions of higher learning should produce a selfless, intelligent, well-informed and even creative leadership which is a direct consequence of high standards of general, vocational and professional higher education. Dissemination of learning, high quality of research and incessant search for new knowledge and its application, development of wholesome attitudes and expanding specialised and comprehensive interest, enrichment of productivity by awakening and har-

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nessing the individual's creativity are the vital tasks of higher education. In addition to these our universities have to effect a subtle balance between tradition and experiment, between stability and change, between the values of the past and the challenges of the future. Is it possible for our institutions of higher learning to discharge such vital and cherished responsibilities with the unbearable pressure of numbers mounting year by year? Statistics show that over a period of the last 15 years, the enrolment in our universities is expected to increase by 270 per cent, a record figure for any developing country. In the case of professional, technical and other special education, the increase has been still higher. It is 369 per cent. We would have welcomed this expansion as a record of proud achievement had there been commensurate expansion of institutions, recruitment of teachers, library facilities, laboratory enrichment, hostel increase, etc. Between 1950-51 and 1965-66, the universities have increased only by 28 from 28 to 56, colleges by 1312 from 965 to 1983. The former teacher ratio of 1:30 could be brought down, despite high financial provision for higher education, only to 1:16 which is still high to provide good education. This means poor personal contact between teachers and students. It also means very little chances for the adoption of seminar, discussion and workshop methods in the classroom and perforce resorting to lecture methods.

There is another pertinent point. In U. K. universities have an average of 4000 students, whereas in India it is about 25,000. The public expenditure per student per annum in the U. K. is equivalent to Rs. 5000, in India it is even lower than Rs. 500. The other day, it was said that the teacher-pupil ratio in our engineering

colleges is 1/5th of what it is in the States. Thus in India to attain the level that America has reached in engineering and technology, it would mean expanding our teaching and research staff in this vital field, about 50 times or 5000 per cent. These figures speak for themselves. Should we continue to enrol more and more students in our institutions when we do not have necessary facilities in terms of buildings, classroom, libraries, laboratory equipments, etc. ?

My second thesis is that let us produce what can be consumed. We are told that by the end of the Third Plan there would be about 7.5 lakhs of educated unemployed despite the provision of Rs. 10,000 crores for creating employment opportunities for about 17.5 lakhs of educated persons. Why then aggravate the baffling problem of educated unemployed by continuing to admit students in our colleges indiscriminately ?

My third thesis is that all the students that are admitted in our universities year after year do not have the capacity, aptitude and interest to profit by higher education. Screening is therefore not only in the best interest of the standards of higher education but in the interest of the students themselves. We have reasons to believe that the alarming proportion of failures in almost all university examinations today is predominantly due to inherent poor mental equipment and immaturity of the students. Much of the wastage of time, energy and money expended on educating a good proportion of wrong type of students, and the latters' pangs of frustration can be saved if university admissions are limited to students who are mentally well equipped to profit by higher education. It is true, in democracy, equality of opportunity for all is the idea. But this does not mean identity

Philosophy of Existentialism and Education for Responsibility

By Prof. K. K. Verma.

HUMANITY is always exhibited in the temper and tone of its prevailing philosophy at any time. So was the case in the middle of the 19th Century when in some quarters the revolt of life against the falsification of real human existence became quite apparent. Idealism made man a bundle of concepts and naturalism reduced him to the rank of a machine. Extreme individualism and collectivism both failed to take into consideration the historical situation of the individual. The advancing civilization has dawned on him a new awareness of the self, a free knowing, feeling and doing self. Since the Cynics and Cyrenaics, this kind of attitude has been accumulating

and lately Romanticism, Neitzscheism and Bergsonism stand in the same line. A new school of thought known as Existentialism made its appearance as the latest expression of it in 1843 with the publication of an important work 'Either-OR' by a Danish philosopher Kierkegaard. To him the individual is something unique and never a finished product, and truth lies in subjectivity and subjectivity is truth.

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Readers of E. I. are already acquainted with his article "Action Research in Schools," published in Feb. '64.

The Problem of Limiting Numbers in Universities

(Continued from preceding page)

of opportunity for all. It means equal opportunities to individuals according to their capacity. It means that the able poor student should not be handicapped in getting higher education on account of his poverty, and that the rich student with no ability should have a chance to jeopardise his own and other's education by adding to the burden of a system which is almost on its breaking point. It is the presence of these immature, maladjusted students of poor calibre which is at the root of the present chronic problem of student indiscipline.

My fourth thesis is that indiscriminate admissions to universities and colleges are neutralising the efforts made to improve educational facilities. The government spends on universities

about six times more amounts today than what it used to do fifteen years back. We have now more and better buildings, hostels, enriched and expanded library and laboratory facilities, smaller teacher-student ratio than in the past. And even then we continue to be dissatisfied with the quality of our higher education.

My fifth and the last thesis is that there must be an organic relationship between the turnover from the universities and the national needs of manpower. Let there be an all-India survey to indicate the nation's needs for Arts, Science, Commerce, Medical, Law, Engineering and educational graduates. Let us gear the admissions to universities to the divergent needs of public life.

Individual is always becoming and making himself through his continuous efforts proceeding from inner passion for freedom. His choice and decision are personal. Since decision always involves a risk, the individual finds himself amidst uncertainty. He takes risks on his own. Therefore, the individual is a subject an 'I', a complete person with cognition, affection and volition. Such was the line of his arguments and of others late both in France and Germany, who gave us the new concept of the existent man, which can be rightly called personal humanism. Its implications for education are fraught with great significance. The individual is to be trained for enlightened self-hood, to make decisions, to carry out his personal involvement which he cannot escape and in brief to realise I-ness and to discharge it with a sense of freedom and personal responsibility.

Social mobility :

Our modern civilization has made our society more mobile and life more complex. The fluidity of the Society where it has provided the individual with varied opportunities, has made him more insecure due to rapid social change wherein his role in the scheme of things has not remained fixed. This has resulted in more and more tensions felt by the individual. He has become, rather been made more conscious of himself due to new political and social set up; when the political and social organisations and the centralized state try to standardize the individual and the public opinion through the rapid means of powerful communication exercise, a great pressure on the individual exposing even his personal life to public eye. Thus the increased social tension presents a challenge to the personal life. Responsibility of being a person has become manifold. It has become an educational problem how to enable young man and woman

to face life and feel responsible accordingly.

Existentialism :

The philosophy of existentialism has a great relevance to this problem. Its philosophic utterance first finding expression in Kierkegaard has been further developed. The modern political and economic crisis has produced a great sense of disquietude. This tension in man is not a historical product, but is inherent in his very nature. It has been aggravated and not created. Man has the power to think about his experience and thus can self-transcend it. He has the power of recollection and anticipation. Without it such human concepts as choice, decision and freedom become meaningless. This transcendence produces both pleasure and pain in him. In his inner being the individual is all alone. Martin Heidegger points out that consciousness of myself as an existence is bound up with my consciousness of the World. This consciousness is divided among fellow beings because the individual lives amongst them. The individual thus realises his being only in relation to the World, so far as he feels care or concern for it. Karl Jasper in the same strain speaks of this object World as not the only reality, behind it there is *I* standing as pure existence. Jean Paul Sartre, the French Existentialist thinker was vehement to declare that the responsibility of the individual is really very great, since he has to choose not what is better for him, but also what is better for the World. This heavy responsibility makes the individual sad. Gabriel Marcel emphasised that one has to participate in the life of another since the other is the alter ego.

Significance :

The importance of such utterance lies in the fact that it is expected of man to realise the significance of his

being. It also crystallizes the keen sense of intellectual and moral need. When the human self is to be treated existentially and his decision and choice are of his total being, there will automatically be a deep feeling of responsibility in him. The subjectivity which is the central theme of existentialist thinkers elaborates that to exist is not just to be, but it is the special quality of living and acting. Such concepts have something to do with man's freedom and responsibility. This freedom and responsibility must produce anguish in him. This inner responsibility one cannot shed and none can relieve him of this, for it is in choice and not in contemplative thought that he truly exists and choice means freedom and responsibility. This produces a great tension which becomes a problem in human thought.

There are two ways of knowing, the existential or inward, and the conceptual or external. In inward or existential knowledge the subject is personally involved and there is experience of a situation entering inwardly. The external knowledge is an abstraction or a detached experience. In primitive Societies when life was simple, there was a balance between the two. But the modern and highly complex Society gives priority to conceptual or external knowledge and this reduces man to an entity shaped by environment and circumstances. Existentialistic outlook lodges a protest against the dominance of conceptual thinking in the modern age where direct and involved experiences are being pushed to the back-ground. But we have to understand fully that this inwardness is not mere introversion and a negation of rationality. As Gabriel Marcel emphasised that this sort of inwardness is self-paralysing if it does not understand its need for others. The essential meaning and value of life lies in communication

between individuals. Consequently intellectual awareness and dynamic action for both are necessary. Hence existentialism tries to expose the shallowness of feeling and thinking, where each is detached from the other. This sort of isolation cuts at the very root of responsibility. It has drawn our attention to the fact that the emotional life and the conceptual life must be fused together if the individual is to be nurtured as a responsible citizen.

Escape Responses :

When the emotional and intellectual life is devoid of any cohesion between them, the so called socialism as well as individualism cannot make man a responsible being, for he adopts these ideologies as escape responses to exacting situations. In the first case he immerses himself in the Social mass and thus finds relief in not being a person which may be painful. Personal responsibility ceases to be reckoning force. It becomes a matter of social pressure. This escape response is justified in the name of mass solidarity which imparts emotional warmth, or is reasoned off theoretically quoting the principles of Hegelianism or Marxism.

In the second case the individual withdraws himself from social obligations when he claims rights as a matter of course and duty is something unpalatable. He distrusts his emotions and sentiments and thus detaches himself from the common run of Society. It is not an uncommon experience that highly educated individuals cut themselves off from sharing the weal and woe of the common man. The modern life this way or that way has increased temptations to escape from personal responsibility.

Affirmations and Negations :

The modern individual is thus either wholly negated having been

made a clog in the Societal machinery, or he is entrenched in his own self or ego so much so that he cares little for others. Either feeling or intellect is affirmed to the negation of the other. The problem has become more piquant because the Platonic love and the Kantian Categorical Imperative have misfired in the modern materialistic and technological age. Do's and don'ts of earlier societies are looked down upon as primitive propositions. Knowledge, sympathy, truthfulness and courage etc. which engender responsibility, have become more a matter of theory rather than a concern for practice. In India, the Law of Karma which made one conscious of self-responsibility fell on evil days, to make men inactive and fatalist with a travail of pessimism. Moral force has been displaced by legal acumen and animal force. With increasing tension, luxuries being made as necessities, warring ideologies, the changing values of life, family life fast disintegrating and the expanding universe, the individual is lost in a welter of to be or not to be. Even in the occupational life when the individual is not concerned with the total process of production, he feels himself afar from responsible for the finished product.

Thus it is a paradox that while the individual should become more responsible, he is becoming less so. The entire atmosphere conspires together to rob the individual of his inherent freedom and consequently the feeling of responsibility also.

Education for Responsibility :

The situation poses a challenge to education. It is education which can instal man in his true dignity and help him in his struggle to combat the forces which undermine his freedom. Education should not cater to those forces which foster escape from responsibility. It should not encourage

those mass feelings leading to the absorption of personal identity or those technical organisations leading to the abdication of humanity. There are indications that the integrity of man is at stake. If integrity is to be kept in tact and fostered accordingly, it requires courage which may enable the individual to shoulder his responsibility. The purpose of education will be best served if it respects the autonomy and integrity of pupils and reckons with all those adverse influences undermining the sense of personal responsibility, such as non-seriousness, indifference, discrimination, reservation, privileges, moral laxity, wastage of leisure, defective examination system, straightened group life, mutual disrespect, mechanised class room instructions, unhealthy group competitions, heterogenous grouping and dividing the curriculum to be felt and to be thought, which draw a wedge between intellectual life and emotional life etc. We are never to ignore that we are educating persons and not teaching subjects for the subjects sake.

Impositions, punishments, using harsh words, isolating socially, and talking of ideals will be of no avail if no opportunities are provided where there is no recognition of individual work and the sense of *I*-ness is always kept in abeyance. It is of paramount importance that in school situations there must be opportunities provided when the students use *I* as first person, e. g., in plays, recitations, debates and declamations etc. The method of teaching must be individualized on the pattern of Dalton Plan and Heuristic method where *I* as person must feel responsible for something. Right type of group life and membership is highly desirable for training in responsibility because this social unit of education is rather more significant in this direction as

Changing Concept of History

By Shri C. L. Anand

HISTORY has been written and taught from various angles from time to time. History as a complete record of man on earth and an organised account of past conditions and events had been accepted for some time. Although historical tradition is lost in antiquity, the Greeks are considered the pioneers in writing history. Greek investigators like Herodotus and others gathered information relating to the past events and put them in black and white in an interesting and amusing manner. Thus the origin of history may be found in the myths and traditions of early times, handed down from generation to generation.

Pre-nineteenth century history :—
History written before nineteenth

century was mostly a part of literature. In the earlier Indian history the great epics, Ramayana and Mahabharata were written as verses to be recited as dedication to the heroes. Rajputs and Marathas also employed a number of people in their courts who composed verses in the praise of their rulers in order to glorify their deeds and to inspire them to die for the sake of their motherland. The writers and teachers of history distorted the narrative to a greater or lesser extent so as to make

Shri Anand is Lecturer in the Regional College of Education, Mysore. The article is based on deliberations in the All-India Workshops in History organised by the National Council of Educational Research and Training, Delhi.

Philosophy of Existentialism and Education for Research

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compared to the technique of education. Right type of classification and group formation is a factor to be taken into consideration. Assignment of home work with its proper check up, keeping of personal album and files, carrying out individual projects and training in organising group life and leadership etc. may be worthy means of enabling the child to feel personal responsibility. Sources should be tapped to instil in children willingness for hard work and love for efficiency and economy. Juvenile literature carefully prepared and supplied as reading material to the children can count as a factor to inculcate love of responsibility in them.

Regimentation is to be avoided lest it may rob the pupil of all his individuality. Ideals of service are

to be put before him but not in an imposed manner, but in a spirit of Social obligation. Where lies the head, let the heart lie also, is the key to engender a sense of personal responsibility. The role of vows and pledge ceremonies and performances accordingly cannot be minimised. The decision of the State Governments in pursuance of the National Integration Conference to launch a national integration pledge campaign requiring every adult Indian to affirm faith in the universal principle of civilized society, to resolve civil disputes by peaceful means and to abstain from resort to violence is a step in the right direction. Such pledges at the school level at different occasions may be equally useful to sensitize the students to their personal responsibilities.

it interesting and entertaining. The form of exposition counted far more than the facts or accuracy of the matter. Little attempt was made by the writer to suppress his political and personal prejudices. History was also written from various points of view such as literary, religious, political, and patriotic. The writers rarely thought in terms of investigation of facts. The personal ideas and narrow motives of the writers and teachers of history coloured their history works and teaching alike. This state of affairs continued till the beginning of the nineteenth century when the scientific ideal with regard to the concept of history came to be accepted.

Nineteenth century history :—Nineteenth century history assumed a scientific character. The critical attitudes towards the study of history was that of impartiality and frankness with regard to the events of the past and thus gave new meaning to it. The scientific historian represented by such names as Freeman and Gardinar had a critical attitude towards the study of history. The emphasis on the accuracy of the facts, their systematic arrangement and above all, impartial and frank interpretation came to be accepted which had its effect on teaching as well. The Nineteenth Century Historian tried to be above prejudices and placed truth before patriotism. A sincere effort was made to refrain from pronouncing judgments. Historical documents and other sources were worked upon to gather evidence in order to present the true picture of the state of affairs. The sole objective of history teaching became placing before the students historical events in a rigid chronological sequence without discriminating one from the other.

As it was the age of empires, monarchies and political alignments,

there is no wonder that history comprised political and administrative set up of rulers, their personal life and exploits, conquests, wars, sieges, rebellions and rise and fall of empires. In short, the concept of history predominantly emphasised its political and military aspects.

New Concept of History :—The latest concept of history is that it is a scientific study of man, his accomplishments and failures and evolution of human society, in its various aspects such as political, economic, social, cultural, artistic and religious. This concept implies that political and military events should not be given undue importance. It envisages an historical content which deals with the environment and life of the people. So far as the teaching of history at school level is concerned, the child has to be considered a product of an environment which has certain features and characteristics of its own and where certain notions of right and wrong prevail. Today's child is tomorrow's active citizen. It is of utmost importance, therefore, to acquaint him with the position and power of the community which has its roots in the past. Further the new concept of history envisages an historical content that has a direct bearing upon the life of the people, their customs, professions, various institutions and their growth, with the life and contribution of social and religious leaders as also the progress of education, literature, art and architecture. This concept gives history a special connotation and treats the subject matter as a formal discipline. Let us hope that the efforts of the organisations connected directly or indirectly with the writing of the history as also its teaching in schools will go a long way embracing the new concept of history.

Teachers' Participation in the Curriculum Planning

By Dr. L. M. Padhya.

(1) Meaning of curriculum :

IN the past the curriculum was regarded as a list of subject matter i. e. a course of study which pupils were expected to learn. In those days it was believed that book learning was the only type of learning. Hence, the textbook, largely determined the curriculum. Pupils' experiences secured outside the classroom were not regarded as a part of the curriculum.

During the recent years, the definition of curriculum has become much broader. The curriculum includes all the means employed by the school to provide students with opportunities for desirable learning experiences. It includes organised classroom instruction, guidance, extra-class activities, special school services—health, recreation, library etc. This modern definition of curriculum recognizes the importance and value of various aspects of school life. It allows the selection from the list of subjects.

(2) Participants on curriculum planning :

When we discuss the problem of curriculum planning, the first question that comes to our mind is who should be the participants in the curriculum planning ?

Formerly, the curriculum was constructed by the "Mastermind" usually the superintendent of schools or some other person appointed by the superintendent. He dictated a fixed curriculum and all the teachers had to follow it. But now the practice of having one person make the curriculum has passed into oblivion.

The modern planning is not the monopoly of one or a few, but it is in everybody's job. The curriculum planning may be considered as co-operative dreaming about what educational opportunity should be offered to students and translating such dreams into specific learning and developing experiences. From this point of view, it is clear that a school curriculum can never become fixed nor can curriculum planning ever cease. It must go on *ad infinitum*.

Curriculum in the United States of America is designed to promote the achievement of democratic objectives of education. This does not mean setting the question of curriculum merely by taking majority votes. But it is democratic, when many people participate in it. The modern curriculum planning is democratic because it is made through the cooperation of the nation-wide leadership, state-leadership, local leadership, classroom teachers, the general public and the learners.

(3) Teacher's Role in the curriculum planning :

When the question of teacher's participation in the curriculum planning comes up, much criticism is made against his participation in it. They say that the average teacher lacks scholarship and deep learning that

Dr. Padhya is Professor of Education in the M. B. Patel College of Education, Vallabh Vidyanagar. He discusses the role of the class teacher in curriculum planning.

are needed. Teachers in general are conservative. They fear that the text-books they have mastered will no longer be used. They oppose the change because it might throw them out of employment. It is further argued that the entire curriculum planning is the job of the State Department and not the job of the local teachers.

There might be some truth in the above statement. The lack of interest in the curriculum planning activities on the part of the teachers may be due to the fact that they may not be receiving facilities and incentives from the school in the form of leave of absence or increase in salary for their participation in it. Really the teacher is more than an expert. While the teacher has the knowledge of theory and practice in the educational field it is argued that it is the monopoly of the state leadership to prepare the curriculum guides and other instructional materials. But really speaking this is the job of the local teacher because it is he who knows the variations in the local needs. It is he who is to use these instructional materials. So he must be the man who prepares them.

Teacher's Role :

The modern emphasis on the teacher's participation in curriculum planning is quite appropriate. He can participate in a variety of curriculum planning activities with more of choice of such activities in terms of individual needs, abilities and interests. There should be no force on him to accept committee assignments selected for him by others. Some can make their best contribution in curriculum planning by taking part in the study and discussion of education philosophy and objectives, and all can join in the discussion on all School programmes and guidance.

One kind of curriculum planning which is common to all teachers is what they do in their own teaching-learning process. Since the whole curriculum centers round the teaching-learning process, the teacher is the man who is at the heart of teaching-learning experience. J. Paul Leonard rightly says that the curriculum planning is the teacher education at its best. He serves as a consultant with other types of experts. The teacher will make use of teachers and suggestions of the pupils in his selection of materials and he will be sensitive to the needs of the community. So the modern curriculum planning is not an inviolable instrument but is a growing, dynamic affair. As the curriculum planning is ever-changing, it encourages the teacher to experiment with new curriculum materials and with teaching methods. It permits him to experiment with Dalton Plan, the activity curriculum, and the Audio-visual Education.

(4) How and why the classroom teacher should take part :

(a) Philosophy and objectives of school:

Each school has some objectives in the background of culture and tradition. Classroom teachers must take part in the study and discussion of educational philosophy and objectives. If the teachers try to list the objectives one by one, it may take a year to complete the whole list of objectives. So it would be better if some specific problem is handled and objectives are discussed concurrently.

Supposing there is a question 'Should extra-class activities be on school programme or not?' Here the objectives help us. The decision of this depends upon whether the faculty values the mental discipline as its objective only or some other. It is true that all teachers are not philoso-

phic minded. So all cannot take active part. All the school policies and practices can only be evaluated and judged in the light of these objectives. These objectives help the individual teacher as a criteria in making specific decisions and policies in a particular teacher and in his behaviour with the children too. If he is not able to control the class effectively, then he must think and introspect whether he is authoritarian and does not respect the individuality of the pupils. Thus the school objectives would help the individual teacher in his attitude, behaviour and teaching.

(b) *All School-Programme :*

The whole faculty should take part in the decision involving the scope and blance of all school programme. The problems like library, grading and reporting, discipline, extra class activities etc. are to be discussed and decisions to be arrived at. The questions like, "Should the school offer French or Latin? Should every student be required to participate in a minimum number of activities? How can the student activities be related to community needs or community service?" can be discussed and the decisions to be reached in the light of the school objectives.

The teacher should take part in the discussion and feels that his colleagues are also interested in his work. This feeling encourages in the teacher, oneness with the institution. Also the purpose of the all faculty discussion is to provide opportunities for every teacher for seeing all possible relationships of important problems, so that he has an important part in the school programme. He gets the idea of wholeness of the school programme. This participation makes him work effectively, enthusiastically and cooperatively with the management of the school,

(c) *Curriculum Guides :*

Teachers should take part in preparing curriculum guides and course of study materials. It has been said that it should be the monopoly of the State Department of Education to prepare the curriculum guides and other instructional material. But really speaking, it is the job of the local teachers to prepare and use the curriculum guides. Teachers have wide choice in making selection in curriculum plan and modify, adapt and select the topics according to local needs, circumstances and interests. The main argument against the imposed curriculum guides is that no one can properly administer, work and teach something which is that handed over by some one. It is the individual teacher who is going to use them; so he must be the man to prepare it. The curriculum guides prepared by the local teachers would be much more useful and beneficial to them than the imposed one, however beneficial it might be.

These guides should be flexible enough to make the teacher student initiative and planning possible. They have special significance because they serve the purpose of helping a teacher to do a better job of achieving the goals and objectives for which the schools are conducted. The school objectives and aims are clearly identified with the instructional materials. So the teachers in general and new teachers in particular appreciate this kind of help. It is useful not only for class-room studies but also it may be useful to develop a handbook on the work of the student council too.

(d) *Resource Unit :*

Teachers should also engage themselves in writing a resource Unit. A resource unit is a written document suggesting for teaching learning activities and materials organised

around a given topic or a problem. The activities and materials section of the resource unit is the most needed and important for the teacher. In resource unit he finds suggestions for making many kinds of activities involving the use of reading, audio-visual aids, comment resource, dramatization and various creative activities. He turns to lists of books, pamphlets, magazines, articles, filmstrips and other materials not only for his own use but also for the use of his students. Resource unit has great value. Teachers working on it, begin to collect materials and activities, which can be used at once or in the near future. These materials help the teacher to find sufficient variety of reading material to build a programme on individual difference in ability and interests.

(e) *Guidance Programme :*

A bulk of guidance responsibility in curriculum planning falls on the classroom teacher. The teachers are required to have the knowledge of pupils, needs and interests. The main aim of guidance is to help the individual student as individual. The guidance is to help the individual pupils to understand his own interest, capacities and limitations. Thus guidance is a matter of learning. Teachers who are in constant touch with pupils and know their capacities, interests and limitations are the best guides. A teacher helps a lot an individual pupil too, in making decisions concerning his future vocation and career. Many people object to the teachers participation in the guidance programme. They say that it is the job of a specialist. But how long will a specialist watch the activities of an individual child? Can he judge the future of a child in fifteen or twenty minutes? It is the teacher who is in constant contact with the child and knows his capaci-

ties and interests. So not a specialist but the teacher is a real guide. Specialists may help the teacher in the guidance. A specialist's work may be restricted to problem child cases.

(f) *Teacher-student Planning :*

Teacher-student planning is in itself a learning process concerned with many kinds of decision making. A teacher may be on curriculum guide committee or not, but he is a curriculum planner in the teaching-learning process. Teacher-student planning does not mean that the pupil makes all the decisions right from the selection of an important topic like, 'The Golden Age under Guptas' upto the end of a unit. It would be ridiculous if the teacher asks the pupils whether they wish to learn this important topic or not. The teacher leads and promotes the pupils to group discussion. There is much scope for teacher-student planning in the teaching learning process. For example, the teacher and student decide to take up a project of "Water supply in the city." Both have to sit together and decide what to do, how to do, when to do it, where to do it, and who will take up which part. At every point this cooperative planning requires decision making and remaking. It involves reflective thinking on the part of the teacher and students.

Also they have to see that their decisions are consistent with the aims and objectives of the school. In this way a unit largely grows out of the cooperative activities of the teacher and students. The teacher-student planning is a democratic process, as it involves a decision arrived at by cooperation of all. The teacher also becomes an expert in this democratic process of planning, because of the constant practice with the students. It is not that the teacher student planning be initiated at the high

Modern Education in Hyderabad

By Prof. S. Hanumantha Rao.

THE platinum Jubilee of the Nizam College, Hyderabad, was recently celebrated. It is a unique event in the history of modern Education in Hyderabad. Although the Nizam College came into existence in 1887, it had a background of fifteen years preparation from 1872, when the great Prime Minister of Hyderabad, Salar Jung the First, modernised the state by a series of reforms in all the departments of Government.

It was in 1872 that the first English medium school was started in Hyderabad, to prepare students for the Matriculation Examination of the Madras University. Until 1909 the Matriculation was the only way of entrance to the University. In 1876 one candidate, Ramakrishna passed the Examination. In 1877 the school was raised to the status of a College, affiliated to the Madras University and Dr. Aghorenath Chattopadhyay, D. Sc.

(Edin) and Hope prizeman and Buxton physical science scholar, father of Mrs. Sarojini Naidu, was appointed Principal and the institution was named the Hyderabad College.

The death of Salar Jung on 8-2-1883 was a great personal loss to Dr. Aghorenath. The active part that he played in the public life of Hyderabad was misunderstood and he was compelled to leave Hyderabad for a few years. The college classes had to be suspended for a short time and finally transferred to the public school, known as the Madras-alayah, which was also the creation of Salar Jung, under the supervision of European teachers. In 1881-1882 Messrs. Hodson M. A. (Cantab) and Seaton, M. A. (Oxon) were the Head and Assistant masters of the school.

Thus came into existence the Nizam College in 1887 with Mr. Hodson as its Principal and till 1947, for a

The Teachers and the Curriculum Planning

(Continued from preceding page)

school level only. It must begin right from the elementary stage. Teacher-student planning includes not only class room studies but also extra-class activities. The extra-class activities like inter scholastic competitions, science-clubs, hobby clubs, etc contribute much to the democratic objectives of the modern school. These are activities where the pupils get the chance of learning and practising the democratic principles of respect for personality and reflective thinking. These activities should be planned in such a way as to be of real interest to each boy and girl. There should be many types of activities in the school.

Participation in these activities under the able guidance of the teacher develop the quality of leadership. No doubt that was the chief factor, the Duke of Wellington had in mind, when he said that the battle of Waterloo was won on the fields of Rugby and Eaton. Teachers should provide these types of activities and experiences for pupils best designed to produce the qualities like leadership, citizenship, character building, co-operation etc. These qualities will build a healthy personality in the child and prepare him to face hundreds of modern-complex and interdependent life with courage and self-confidence.

period of sixty years remained affiliated to the Madras University, the bounteous mother, that gave birth to half a dozen daughters, Mysore, Andhra, Annamalai, Travancore, Osmania and Venkateswara. The Nizams of Hyderabad took a personal interest in the welfare of the College and the school attached to it.

In November 1895 Lord Elgin, the Viceroy of India visited the college and noted in the visitor's book "It is an institution which I hope has a future before it." In 1929, H. E. H. the Nizam, Nawab Sir Osman Ali Khan Bahadur consented to be the patron of the college-day celebrations and was present on the occasion, to appreciate the services rendered by the retiring principal, Mr. K. Burnett M. A. (Oxon), who was for some time his English Tutor, before his accession to the throne. In 1933 Prince Azam Jah Bahadur presided over the celebrations of the Old Boy's Association and said, "The Nizam College needs no monument. We have only to look round at the distinguished gathering to realise what it has done and is doing for Hyderabad in sending forth its sons well equipped for every walk of life." Our distinguished President Dr. Radhakrishnan visited the college twice during 1932-33 and delivered an inspiring address on Humanism, East and West, emphasising the importance of culture in any scheme of purposeful education. Nawab Sir Amin Jung Bahadur, K. C. I. E., LL. D., Minister in waiting to the Nizam presided over the occasion. The annual celebrations of the Nizam College, Andhra Saraswata Samithi were also held under the patronage of Dr. Radhakrishnan.

For nearly half a century, from 1877 to 1927, the success of the Institution was due to Professors and Principals that served the institution with a spirit of dedication, attached to the

service of the college from the date of their appointment to the date of their retirement. Their salaries and grades were fixed and they enjoyed perfect academic and administrative freedom. When the second principal, Mr. Seaton retired in 1911 after 28 years of service, his successor, Mr. P. H. Sturge, M. A. (Cantab) served the college for over 23 years and was regarded as one of the best Professors of History, Economics and Politics in the colleges of the Madras University in those days. He and his contemporary, Professor H. J. Allen of the Madras Presidency College were both of them students of the eminent Cambridge Professor, Henry Sidgwick, of whom it was said that "he always gave his students his very best however small the class might be", "not what might be good enough for undergraduates or what might serve for temporary purposes but the complete truth as they saw it." The description applies equally to Sturge and Allen.

To Mr. Sturge goes the credit of improving the Nizam College Library and making it one of the best equipped libraries of the affiliated Colleges of the Madras University. The classified catalogue of English books, published under his supervision in 1915, was a model in those days, when Library Science had not developed in Madras or even in other parts of India.

Several schemes for the expansion of the college had to be held up during the first great world war. They were taken up during the Principalship of Mr. K. Burnett, 1918 to 1928. A well equipped Science Laboratory was constructed and in 1922 the college was affiliated to the newly started B. Sc. courses of the Madras University. Professor B. C. McEwen, B. Sc., (London), headed the Departments of Chemistry and Physics. In 1926 permission was accorded by the Madras

University, to prepare students for the M. Sc., degree by Research.

In the same year 1922, Dr. John Mathai, then Professor of Economics and History, in the Presidency College, Madras was sent by the Madras University to inspect the college and additional affiliation was granted for the B. A. (pass) course in Economics and B. A. (Honours) course in History, Economics and Politics. Mr. Burnett took special interest in the improvement of the college Library and in 1925 a second edition of the Library Catalogue was published. A special section was devoted entirely to the League of Nations. In the Principal's report of 1924-25, he stated, "It seems likely that the ideal which the League is intended to foster will become an outstanding feature of the 20th century and will have its reactions all the world over."

At the time of Mr. Burnett's retirement, the strength of the college was 300 as against 190 at the time of Mr. Sturge's retirement. There was no other affiliated college of the University, which provided for the teaching of as many as ten languages, viz English, Urdu, Telugu, Persian, Marathi, Tamil, Sanskrit, Canarese, Arabic, French and Latin.

After retirement, until his death at the ripe old age of 82, he kept correspondence with his old colleagues at the college and took keen interest in the progress of the old boys.

The reputation of the Institution for over half a century was due not only to its principals but also to the professors, who gave their best to the college and its pupils. One of the earliest professors was Mr. Hardikar, Professor of Mathematics who joined service in 1887 and retired in 1921, after 33½ years of service. His successful teaching was appreciated in the

annual reports of the Principals. His Assistant for several years and his successor as Head of the Department, was Prof. M. V. Arunachella Sastry, M. A., L. T., who joined the college in 1909 and served the college for nearly 30 years and was held in the highest regard for his integrity, efficiency and independence. The Department of Languages, other than English, was very efficient and received due recognition from the Madras University. One of the early Directors of Public Instruction in the 1890's, was a renowned oriental scholar Shamsul-Ulama (Light of the Learned), Syed Ali Bilgrami, was a scholar in Vedic philology and literature and was for several years, an Examiner and member of the Board of Studies in Sanskrit and oriental languages of the Madras University. He was a great lover of books, rare palm leaf manuscripts, a collector of rare and valuable coins of Ancient and mediaeval India. A portion of his valuable library was acquired by the Annamalai University, during the Vice-Chancellorship of Sir Samuel Ranganathan. His daughter, Begum Zain Yar Jung retired as Principal of the Women's College, Osmania University.

Not only in Hyderabad but even outside Hyderabad, some of its students obtained great reputation. Mr. M. Rutnaswami was a student of the Nizam College during the years 1904-06. He attained high eminence as Principal of the Pachappa's College, Madras, the Law College, Madras, member of the Public service commission, Vice-Chancellor of the Annamalai University and is continuing to render useful service as a member of the Indian legislature and as a thinker and publicist. He visited his old college about 20 years ago and addressed the College Union.



Content of Education

NOW that the Education Commission is examining the subject of education from all points of view, it is necessary for us to have a clear idea of the basic principle according to which in the special circumstances of the country today the content of our education should be shaped and the method which our educational institutions and the teachers working in them should adopt if the children and the youth of the country are to be properly educated. We propose to deal here with these two issues.

IT is generally agreed that pupils in elementary and secondary schools should get an intelligent understanding of the environment around them and that intelligent understanding is different than mere information. What schools have been doing all along is to give to pupils odd bits of information about their environment and not intelligent understanding.

ENVIRONMENT is of two kinds—physical and social. There is general agreement that it is through the teaching of Science — Physics, Chemistry, Biology etc.—that they get an understanding of the physical environment and that it is through the teaching of Huma-

nities — Language, Literature, the Arts—and of Social Studies—History, Economics, Civics etc.—that they get an understanding of the social environment.

WHILE much attention has been paid in recent years to the content of education in science no such attention has been paid to the teaching of subjects pertaining to social environment—Humanities and Social studies.

THE social environment about which a pupil should obtain an understanding is primarily the environment in his own country and secondarily the environment in the whole world. Relatively greater attention should be paid to the former than to the latter. It may be called the national environment.

THE essential fact which has to be impressed upon pupils is that the national environment in India to-day is undergoing a change. The change is broadly in the direction of modernisation, the application of science and technology to the whole field of the country's economy and that as a consequence of this and also as a consequence of the attempt to modernise the other spheres of life - social, political etc., every aspect of life is undergoing

a change. The fact of change, the nature of the change, the need for it, and the outcome of it—it is these about which the pupils in schools should get an intelligent understanding. This should constitute the basic principle which should guide educationists in determining the content of education. Even the teaching of science finds its justification in the need for social change.

FOR hundreds of years Indian Society has remained static and has become even stagnant. As a result of the forces released by contact with the west and western culture in the last one hundred years it has begun to change. The question however is whether the change should be more or less a planned and a coordinated one or whether it should be left to forces which are not properly regulated.

IF change is not to result in social disruption and disintegration there is need to make it a planned and well coordinated one. If change in the economic sphere is to yield wholesome results, it must be accompanied by corresponding changes in the political and the social system. The revolution through which our economy is passing to-day as illustrated by the large number of large-scale industries which have been started, the growth of transport in all its forms, the mechanisation of agriculture, the migration of labour from rural to urban areas—all this revolution cannot be smoothly

brought about unless the people place loyalty to the country as a whole above sectional loyalties, unless there is a strong and effective central government, unless the various elements in society are integrated into a strong nation and unless the principle of equality among all citizens is recognised not only in theory but also in practice. All this is a part of the modernisation process. The people in the country have to cultivate faith in this process, adjust themselves to it, and help actively in its further growth. Education is the instrument through which and through which alone this friendly attitude towards modernisation can be cultivated. Work in creating this attitude should start in schools. The content of education—the subjects taught to pupils in schools and the way in which they are taught—should centre round this need for modernising the country.

TO a certain extent modernisation involves a break with the traditional Social order and the values associated with it. But educationists have to consider whether there is to be a complete break or whether some of the traditional values have a meaning for us to-day and what those values are. If some of the values associated with the past have significance to us what is it that we as educationists should do to preserve them? Every society ultimately rests on a system of beliefs and values which it inherits from the past. Other-

wise there is a danger of society disintegrating and a moral and spiritual vacuum being created. This has to be avoided at all cost.

THERE is one point to which attention may be drawn at this stage. There were occasions in the history of our country when great changes took place but all the same we have been able to preserve a sort of continuity in our culture. It is this that distinguishes our culture from that of several other countries whose history also goes to remote past. Even when changes took place in our country every effort was made to preserve what was good in the past and also to connect the new changes with the earlier social system and to interpret them as the outcome of a natural growth from the past. The sacred literature of the past received a new interpretation. In this way the respect for tradition was maintained even though the need for change was accepted. This has a lesson for educationists and planners to-day. While recognising the need for modernisation they should do nothing to destroy what is good in the spiritual and moral values inherited from the past. Everything should be done to preserve and even strengthen the link with the past. The mistake made by those who were responsible for introducing the western system of education - radical reformers like Rām Mohan Roy, the British officials and the Christian missionaries -

was in ignoring the need for preserving this link and for strengthening spiritual and moral values through education. This is why the movement for national education was started at the beginning of the present century. Every Indian has reason to be proud of the country's achievements in the field of religion, philosophy, literature and art. The values they enshrine should have a meaning to him now and for all time. In determining the content of education this point should not be lost sight of.

IT may therefore be concluded that the principle which should guide educationists in deciding what should be taught to pupils in schools is the principle which recognises firstly the need for modernisation of Indian society and secondly the need for preserving the basic spiritual and moral values inherited from the past. So far no conscious efforts have been made in any of these two directions. In preparing the curricula of studies, in writing text-books etc., no account whatever has been taken of the concrete situation as it exists in the country and the changes through which it is passing. Pupils are not made conscious of the significance of what is happening in the country, of all the effort that is being made to reconstruct the whole of our social, economic and political system and of their being involved in the whole process. Nor are they made aware of the greatness of the legacy inherited from the past.

They are unable to get from what they are taught to-day an intelligent understanding of their social environment—what contribution the past made to its richness and beauty and how it is being remoulded to-day with a view to add still further to its richness and excellence.

THE history that is taught to them, as also the civics and economics do not create this understanding. They have no relevance to the concrete situation to which they have to adjust themselves and for whose development in the right direction they themselves will become responsible when they leave their schools and enter life. They are not conscious of the changes going on around them. The lessons that are included in the language readers that are written for them have little bearing on either the legacy from the past or the situation to-day.

WE should like therefore to impress on the Education Commission the importance of the fact that society is undergoing a process of modernisation while maintaining what is best in the spiritual and moral values inherited from the past and that the content of education so far as the intelligent understanding of the social environment is concerned should be based upon it. It should be the foundation on which all curricula should be based.

WE do not propose to make any observations on the environment of the world as a

whole of which pupils should set an intelligent understanding. The basic fact here is that we are not living in isolation, that we are a part of a wider world and that what happens to us very much depends to-day upon the international situation. There is a growing interdependence among different countries of the world. In determining the content of education a place should be found for this fact of interdependence. We believe that educationists who have made a special study of education for international understanding have sent their views to the commission and that the commission will devote adequate attention to this subject in their report.

Methods of Teaching

IN SPITE of the training received by teachers through the larger number of training institutions existing in the country the methods of teaching continue to be primitive. Teaching to-day consists of passing on to pupils odd bits of information which they are expected to memorise and reproduce at the time of examination. This is how education is understood. The principal defect with this method is that the pupils are not active participants in the process of learning. Ninety percent of the time at school is spent in passively listening to what the teacher says or taking down the notes dictated by him which is even worse than mere listening.

The habit of dictating notes to be memorised begins with the lowest class and continues even up to the post-graduate classes in universities.

IT was against this passivity that Mahatma Gandhi raised his voice of protest and as a remedy for it he advocated the system of basic education. But though lip service continues to be paid to this system no real attempt has so far been made to give effect to it in the spirit in which Mahatma Gandhi wanted to give effect to it. This is not the place to discuss the merits and defects of basic education. But no one can deny that the activity principle on which it is based is the only right principle in educating children and boys and girls of all ages. It should be the endeavour of teachers to assign appropriate activities which have an educative value to their pupils and see that in the process of learning they play a vital part.

WHETHER it is the natural or the social environment that is studied, pupils must be trained to explore the environment around them either singly or in groups and to record the results of their observation. They should be encouraged to acquire knowledge through self effort. Complete dependence on the teacher for the knowledge to be acquired is responsible to a great extent for the stunted mental growth of the large majority of the school going population today. They develop a slavish mentality.

They don't care to be inquisitive. They have no doubts to be cleared or questions to ask. They lack self confidence and become the blind followers of the more mischievous among them who pose themselves as leaders. As very little of creative effort is demanded of them, they have much idle time at their disposal which they do not know how to use. They are not trained to study books during their leisure hours and add to the stock of their knowledge. This passivity which characterises their life at school is at the root of the problem of student indiscipline.

IT is often said that the difference between an educated and an uneducated man lies in the former having a well-developed mind. But this is not true of the large majority of educated men in India. They have not been taught to think for themselves.

THIS defect is found not only in schools but also in colleges and even at the post-graduate level. Passively listening to lectures is all that is expected of a student in a University. There are very few discussion groups or seminars. There are no opportunities for self-expression and where such opportunities exist the number availing of them is small. Here are some observations of a foreign educationist who studied the working of Indian Universities at close quarters. We believe they are correct and that is the reason why we are quoting them.

"THE ordinary college teacher is not so much demoralized as impaired in his true function. He has little intellectual curiosity, no awe of learning. He is not disturbed by any deep-reaching question, not diverted by uncommon ideas, not stimulated by independently devised hypotheses." "He lacks vitality in his discipline. It does not animate or move him. For him there are no unanswered questions. Once he has mastered and incorporated into his notes certain propositions and facts he lets go of all curiosity."

AS is the teacher so is the student. "The teacher never really works with the intellect of the Student, never probes his responses and intimations and confusions, never intrudes upon his inner uncertainty and curiosity." "The most important fact about the Indian student's education is that he is untouched by it. It makes no permanent impression."

UNLESS there is a drastic change in our methods of teaching, unless they are directed towards stimulating the intellect of those in schools and colleges and unless they encourage the active participation of students in the process of learning there is no prospect of their being truly educated. The wastage in education of which every one speaks and of which every one has been speaking for nearly fifty years is very much the outcome of faulty methods of teaching.

Extension Services (DEPSE)

Results of Seminar Readings 20 Prizes of Rs. 500 each

Twenty teachers and headmasters of secondary schools and lecturers of Training Colleges have been selected for the award of cash prizes of Rs. 500/— each, in the All-India Competition of Seminar Readings for the year 1963-64.

To provide to the teachers and other educational workers means of making significant educational experiences widely known, the Programme of Seminar Readings was initiated more than a year ago by the D. E. P. S. E. in co-operation with its Extension Services Centres and State Departments of Education.

For this competition more than 1,000 teachers of secondary schools and other persons wrote essays based on their practical experience in the field of secondary education.

The All India Conference of Seminar Readings and the Award Distributing Programme will be held at Delhi 7th to 9th April 1965. All the 20 awardees will be invited to attend the All-India Conference. They are:

Dr. H. L. Sharma, Allahabad; Shri M. G. Chaphekar, Poona; Dr. Mithilesh Kanti, Ranchi; Shri J. C. W. Rust, Udaipur; Shri R. N. Mathus, Allahabad; Shri Dayal Saran Varma, Varanasi; Shri B. N. Misra, Cuttack; Dr. Jiwan Lal Pandit, Calcutta; Shri S. Subramanyam, Bangalore; Shri H. Sreenivasa-Sastri, Bangalore; Shri S. A. Ramteerthkar, Ugarkhurd, (Mysore); Miss Subha Mitter, Calcutta; Shri R. C. Pariawala, Surat; Shri S. S. M. Goudar, Belgaum, Shri J. P. Choubey, Khandwa; Shri L. N. Sharma, Ajmer; Shri P. V. Kulkarni, Poona; Shri Jagdish Chandra, Lucknow; Smt. Shanti Banerjee, Calcutta; Shri A. K. Narasu Shetty, Hejmady (Mysore).

Readers' Forum

Official Language

Dear Sir,

I wish to congratulate you on your excellent editorial on the official language question. I believe that you have taken the most reasonable stand point. Hindi is not being imposed on any one. It must also not be imposed on an unwilling party. It is only right that for an indefinite period we must continue to have two languages as official languages of the union—Hindi and English. The assurances given by the Late Prime Minister Pt. Jawahar Lal Nehru, and the same as reiterated by the present Prime Minister should dispel any apprehensions that may have arisen in the minds of non-Hindi speaking people.

Incidentally, may I venture to suggest that the covert threat of Bengalis joining in the language agitation of Madras students as indicated in the article by Sri S. K. De, a responsible citizen of India, does not help to create a healthy atmosphere in the country. Sri De has only confused the issue more by citing the example of the U. S. S. R.

MATHURA

R. P. SINGH.

The Language Issue

Sir,

Your editorial on the Language issue (March '65.) is impressive, instructive and informative. Your conclusion that the principle of bilingualism accepting English and Hindi as the official languages of the Union will serve the purpose of our administration is the only solution at this moment. Even this principle of bilingualism entails some hardship and heart-burning according to some political observers. This is another matter.

As you have rightly said, this issue is "to be settled by those who come after

us." What disturbed the peace and tranquility of the student population was the fanatical approach to the problem of language issue. While some want the process of Hindi to be slow and gradual, others want to install it immediately on the throne and in so doing, they lose the balance of mind and act with no rhyme or reason. In this approach there is confusion of thought as to the language being national or official. In all fairness, Sri Sri Prakasa has observed "to call Hindi "Rashtra Bhasha" (National language) is a misnomer. It is so neither in fact nor in law. Our constitution has listed fourteen languages and they are all national languages. Hindi can certainly not claim a position above the rest so far as this designation is concerned." This fact compels the human psychology to accept what is good for it and reject what is bad for it. This simple fact our men at the helm of affairs have knowingly or unknowingly, consciously or unconsciously ignored it and have unduly projected the Hindi vision in the non-Hindi speaking areas and let loose the passion in the country. In this context what Dr. Radhakrishnan said on the occasion of opening the Vithalbhai Patel House is worth remembering and serious consideration. He observed "Political wisdom consists in anticipating events, forestalling them and averting them wherever possible." The recent outburst of violence is an unmistakable evidence of this lack of political wisdom.

In conclusion, let passion and prejudice be controlled by reason. Let wiser counsels prevail where the Status Quo does not call for a change—until such time that the rising generation of young students learn Hindi well to serve both national and official purposes. Even this national outlook must change and yield place to broad international outlook which necessitates the study of English. This will make the youth of today the world citizens of tomorrow.

MADRAS

R. S. V. RAO.

Hindi vs. English

Sir,

The arguments advanced in favour of Hindi are that it is the language of the soil and it is spoken by a larger number of people than any other language. The Hindi enthusiast strangely enough equate patriotism with the support for Hindi. There is humility and sense of proportion in being aware of our inadequacies and endeavouring to overcome them with external assistance if need be. Education and constitution are as fundamental to the existence of a nation as language. Then why this maddening obsession with language and talk in horror of the shame in tolerating English, if once we admit there is no insult to our national dignity in having the western type of education. The truth is the Hindi dogmatists seek a dominating position for their language and themselves. If they are sincere, they have to withdraw their children from Colleges and Universities and found Gurukulas for them.

Recently Mr. Morarji Desai made an attempt in an article in the 'Indian Express' to belittle the contribution of English. Had it not been for English there would not have been the renaissance in our languages and they would have been hamstrung by traditional styles and techniques. English Education as Macaulay foresaw, contributed to a demand for political and social reform; and taught us the technique of waging the fight for independence on modern lines. And the late Prime Minister Nehru in his Discovery of India wrote in favour of English education in India.

Saner elements in the South do not agitate for the abolition of Hindi as the official language. They want time so that they can get used to it. Till then the status of English should not be weakened. If leaders in north fail to understand this reasonable demand and pose as the champions of undiluted patriotism, they will be laying the seeds of disruption—the most unpatriotic and anti Indian activity.

(Prof) D. VENKATA RAO,
VIZIANAGARAM

Correspondence Courses for Teacher Education

Dear Sir,

I would like to bring to your notice some facts regarding the introduction of the Correspondence Courses for Teacher Education in India.

The present teachers' colleges are trying to equip professionally those who come for training, keeping in view the importance of human relationship and community life. Moreover, the trainees are oriented to dynamic methods of teaching, experiments in education, examination reforms and evaluation, seminars, workshops, symposia etc., under the expert guidance of teacher educators. If the Correspondence Course is introduced for teachers inservice, they will have no opportunity to develop human relationship with their educator and discuss their problems, regarding theory and practice of education in person.

It is argued that the Correspondence Course will lessen the budget for training teachers at present. This is a misnomer. I can boldly say that from the annual salary of one Professor of Education as stated therein, 10 teachers could be trained free of charge. I should be allowed to say that a trainee's yearly expenses including tuition fees, boarding, lodging etc., do not exceed Rs. 900/- in my college.

I have visited U. S. A. and therefore I may say with confidence that there are no Correspondence Courses for Teacher Education in that country. On the other hand, U. S. A. has developed four years' integrated course of Teacher Education along with Liberal Arts or Science colleges.

The Govt. will do well to call the Principals of Secondary Teachers Colleges in a Conference under the auspices of N C E R T, New Delhi and thrash it out.

ALIABADA, }
(Gujarat) }

G. P. BHATT.



THROUGH DIFFERENT STATES



DELHI

INCREASE OF PENSIONS OF TEACHERS

The Education Ministry is understood to have recommended that the pensions and gratuities of school teachers should be raised to the level of Central Government employees.

This recommendation is believed to form part of certain proposals forwarded recently to the Finance Ministry. The other proposals relate to the calculation of school teachers' pensions and gratuities.

SCIENTISTS TO TOUR U. K.

A team of over a dozen Indian scientists will shortly leave for the United Kingdom for training in various aspects of defence research and conducting investigations in areas of common interest.

The decision to send them to the U. K. follows the recent discussions between the Defence Minister, Mr. Y. B. Chavan and the Chief Scientific Adviser to the British Minister of Defence, Sir Solly Zuckerman.

RISE IN OUTLAY FOR EDUCATION

The Education Ministry's budget for 1965-66 shows an increase of Rs. 10-87 crores over the current year's estimates. The provision is Rs. 50-84 crores as against Rs. 39-97 crores in 1963-64.

The increased outlay is intended to meet the larger requirements of university education, technical education and youth welfare.

A provision of Rs. 70 lakhs has been made for incurring the preliminary expenses towards the establishment of the Jawaharlal Nehru University in New Delhi.

ADMISSION TO TECHNICAL COLLEGES

The Union Government has requested the State Governments to remove any

domicillary restrictions in respect of admissions to the State technical colleges.

The Education Minister, Mr. M. C. Chagla, gave this information in a written reply in the Rajya Sabha.

Andhra Pradesh, Kerala, Orissa and Punjab had accepted a proposal of the All-India Council of Technical Education that a certain percentage should be fixed for the respective State residents. Gujarat, Madhya Pradesh, Maharashtra and Mysore had not accepted this proposal.

SCIENTISTS' POOL

Five hundred highly qualified foreign-trained scientists, who have not so far been absorbed in regular employment, are working as officers in the Scientists' Pool. One of the reasons for this state of affairs is that the particular posts they want or are fit for may not be available at a particular time. They are not prepared to accept alternative jobs.

ANDHRA PRADESH

EDUCATION IN STATE LIST

The Chief Minister, Mr. K. Brahmananda Reddi, made a categorical statement in the State Assembly on 27 March that the Government "is not able to agree (to the suggestion from the Centre and also from some members of this House) to make education a concurrent subject."

Referring to the Centre's proposal for an All-India Educational Service, he explained that the demand of the State Government with regard to the creation of any all-India service would be that quota which was justifiable, must be guaranteed in each such service. He wondered how the centre could think of administering higher secondary education, secondary education and primary education from Delhi while, on the other hand steps were being taken for decentralisation of powers to ensure smooth work.

ADMINISTRATION OF SCHOOLS

The Government is reorganising the set-up of the Inspectorate in the Education Department with a view to separating the Administration of the schools from the inspection work and it is likely that the new set up will come into being during 1965-66.

The Chief Minister said that in the new set-up a regional Deputy Director of Public Instruction in charge of a revenue district would be appointed solely for the administration of the schools. The District Educational Officers would devote their full time only for inspection of schools, each officer being responsible for about 40 schools.

Even at the block level, the concerned Extension Officer would be in charge only of the administration of elementary schools.

U. G. C. SCALES FOR TEACHERS

The Syndicate of the Andhra University has decided to implement the University Grants Commission's scales of pay, specified for the Third Plan for all the teachers with effect from April 1, 1964, provided they satisfy the academic standards laid down by the U. G. C.

ENGLISH LANGUAGE INSTITUTES MEET

Inaugurating the first annual conference of English language institutes in India, at Hyderabad, Dr. P. E. Dustoor, Chairman, Board of Conveners, Central Institute of English, Hyderabad, stressed the need for pooling together the experiences of the different institutes in order to arrive at a common approach to the teaching of English as a second language.

The conference has been convened by the Central Institute of English primarily to evolve methods for fully co-ordinating training and research in English in India.

FULL PAY FOR TEACHERS FOR TRAINING TERM

Dr. Chenna Reddy, Finance Minister said, in the course of an address, that untrained teachers would get full pay, during the training period and that orders would be issued shortly.

MADRAS

SCHOOL FOR ADULTS

The Madras Government has a proposal to start 300 adult literacy schools during 1965-66.

Mr. M. Bhaktavatsalam, Chief Minister, said it was the intention of the Government to run these schools with the co-operation of Panchayat Unions for the benefit of the age group 16-30. A number of them would be located in industrial areas. The question of starting some of them in rural areas would also be considered.

The scheme had been included in the Third Plan but it could not be taken up so far, as the State Government was awaiting the decision of the Government of India about the extent of Central assistance for the programme. The Centre's decision had not yet been communicated, but the State Government had decided to make a beginning with the starting of 300 schools next financial year.

EVENING CLASSES

The Syndicate of Madras University has provisionally approved the proposal for opening evening colleges in seven institutions of the Madras University, according to a recent communication from the University authorities.

The colleges are: Government Arts College, Queen Mary's College and Sir Theagaraja College in Madras, Jamal Mohammed College, Tiruchi, P. S. G. Arts College and Government Arts College, Coimbatore and Madurai College, Madurai.

Excepting the Queen Mary's College which will be exclusively for women, all the other six colleges will entertain men candidates.

D. P. I.'S. INSTRUCTIONS REGARDING VACATIONS

The Director of Public Instruction has issued fresh instructions to all secondary schools in the matter of commencement and duration of the summer vacation, minimum number of working days and such other problems arising out of the recent anti-Hindi agitation when the

institutions had to be closed for a fairly long time.

The schools have been permitted to close not earlier than May, 1. Meanwhile the headmasters can conduct the schools during such holidays in the rest of the school year as local conditions will allow in order to secure more working days and cover as much of the syllabi as possible before the annual examinations commence. The schools may reopen for the 1965-66 school year according to the schedule decided before the recent interruption to the studies. If, in any case, the summer vacation is scheduled to commence from a date later than May 1, the schools concerned may close for the vacation as fixed already.

WEST BENGAL

PROGRESSIVE TAKE - OVER OF SCHOOLS

Concerned at the steady deterioration of the standards of education in the State the West Bengal Government is considering the introduction of a scheme to progressively nationalise all the schools in the State on the basis of merit.

The scheme would be introduced from the first year of the Fourth Five Year Plan.

The Government was considering an incentive scheme for schools showing good results. It is proposed to discontinue deficit grants to schools which would fail to secure 50 percent success of the students on the rolls of school final and Higher Secondary final classes.

Another proposal related to giving incentive bonus to schools securing 65 percent or more pass for students on the roll in School Final and Higher Secondary classes.

BOMBAY

LANGUAGE STUDY IN BOMBAY 'VARSITY

The University of Bombay has decided to discontinue the teaching of Hindi, Marathi or Gujarathi as a compulsory subject in the first year and Inter-science classes of the affiliated colleges.

The compulsion on these subjects will, however, remain in the Inter-arts and Inter-commerce courses.

A spokesman said this decision was taken because the teaching of languages in the Inter-science classes served no useful purpose. The students were overburdened by their subjects and they showed no keen interest in languages. They however, managed to secure pass marks.

UTTAR PRADESH

NO RISE IN D. A. FOR TEACHERS

It is reported that there was no sign of any settlement between the teachers and the state Government regarding the increase in the dearness allowance of teachers from Rs 20/- to Rs 50/-, owing to financial difficulties.

KERALA

VARSITY STAFF PAY REVISION

A nine - member committee with Professor Samuel Mathai, Vice-Chancellor of the Kerala University, as chairman, has been constituted to make recommendations regarding pay revision of university employees.

The committee, it is stated, would make the recommendations taking into consideration the staff structure and financial resources of the University.

COMMON SYLLABUS FOR ENGLISH

The Kerala Government has decided to adopt a common syllabus for the teaching of English from standard III, in accordance with the decision of the Education Ministers of the Southern States.

A significant feature of the syllabus in standard III is that teaching will be done with the help of a teacher's handbook. There will be no text-books for the use of the pupils. In the higher classes however, the pupils will have text books as usual.

Arrangements have been made for printing and supply of the teacher's handbook for the use of teachers during the school year 1965-66.



Public Opinion

Mr. WILLIAM G. CARR

Explains

Equal Opportunity Thro' Education.

Mr. William G. Carr, Secretary-General, World Confederation of Organizations of the Teaching Profession, in the course of his introduction to the 1965 Theme on "Equal Opportunity Through Education," says:

"We should remember that equal opportunity does not mean identical education. I repeat, equal opportunity does not mean identical education. In fact, the two may actually be opposed. An attempt to provide precisely the same educational programme for every child is doomed to failure by the very fact of individual differences which enrich and diversify our human personality. But at its best education will remove all artificial barriers and will assist each person to amount to fully as much as his ability and character and industry will permit.

"Every teacher of music would be most gratified if every child in his class could learn to appreciate at once and understand to the full the intricate harmonies of a symphony or an opera. Every teacher of literature would be pleased and astonished if all his pupils could read with instant pleasure and rich understanding the most difficult essays, poems and plays. Every teacher of economics, no doubt, would rejoice if every one of his students could secure a complete understanding of the various theories of money and banking. Every teacher of the industrial arts would be delighted to find that every one of his students possessed superior dexterity of hand and eye. Every teacher of physical education would rejoice in a class made up of those who are very swift of foot and of great physical stamina.

"But children do not arrive at the door of the schoolhouse in this condition or in any other uniform condition. The native and acquired abilities of those who appear at the schoolroom door constitute

not only the basis for their further progress, but also the limitations on educational efforts, and provide the necessity for a diversity of effort rather than identity of effort. And yet, no matter how difficult this process of education may be, each one, for the moral and economic and political imperatives must be educated to the best of our ability in the interest of a genuinely equal opportunity.

"Schools, more than any other institution, prize and must prize every kind of worth, never giving inferiority or superiority to individuals because of their wealth, or their ancestry, because of their race or their sex, or other accidental circumstance. It is as great a denial of human dignity to thwart the development of those who have superior abilities as it is to withhold from the less gifted their full opportunity for equal growth. I think we shall find that the practical application of this policy will require very careful analysis and a continuous inventory of the abilities of all young people. All excellence will be required and recognized and needed in schools of the future, whether it be in skilled workmanship, in social and civic leadership, in literary or artistic creativity, in scientific insight, in technological ingenuity, in social sensitivity, in physical stamina, or (above all) in personal integrity.

"In his first message to the Congress of the United States on the subject of education, the first of what we hoped might be a series of messages, the late President John F. Kennedy said in part: "Education is the keystone in the arch of freedom."

"The keystone in the arch to which President Kennedy referred has not yet been securely placed in many countries in the arch of freedom. Nowhere, in fact, is the arch really solid and complete. No country can look back at its construction and say that it is perfect. And until the keystone is solidly in place, our entire arch of freedom is incomplete and unsteady. Lack of equal opportunity in

education, wherever it exists, for whatever reason, for whatever thin excuse, endangers all the other aspects of human happiness. So I think our 1965 theme is one of the most challenging that WCOTP has ever attempted. It is concerned with placing the keystone in the arch of freedom ”

Shri AMARNATH VIDYALANKAR

On

The Falling Standards

Shri Amarnath Vidyalankar, former Education Minister of Punjab, in the course of his Khatry Memorial Lecture, at the 39th All-India Conference, referred to the falling standards in Secondary Education and assigns reasons for that:

DEFECTIVE EXAM. SYSTEM

So long as our examinations continue to remain as they are, and the public services are assigned to people by virtue of their getting distinction in these examinations, the prime motive of learning will continue to remain passing of examinations. This leads us to the very important question of examination reform, which has been so much discussed amongst the educationists, in many conferences.

WANT OF BETTER TYPE OF TEACHERS

If education is entrusted to a suitable type of teacher, the standards will never fall. A person who cannot kindle the thirst for knowledge, who cannot inspire interest in his subject, who cannot create proper atmosphere in his class room, is no teacher.

TEXT BOOKS ARE DEFECTIVE

Then there is want of suitable text books. Text book writing is an art, but most of the text books that we today find in the hands of our children are third class readers most indifferently prepared and most indifferently prescribed, or are prescribed to please and benefit some one's favourites.

Certain States had therefore decided to monopolise the production of text books. The experiment cannot be stated to be a complete success, but we cannot call it a complete failure. In a democratic set up, if the governmental policies have to undergo a change every time a

new minister takes up office, then we cannot proceed with firm steps. The policies must be settled, and then execution ought to be entrusted to a permanent organization. Recently the Union Minister of Education has suggested somewhere that the Central Government should undertake the preparation of school text books, and then the same may be got translated into regional languages. It is possible and desirable too that the Central Government should get model text books prepared by persons who might be really experts Good and standard text books on Indian history, and social subjects are urgently needed. Text Books on science subjects could also be prepared at the Centre. But it should not be forgotten that true education is always acquired from one's surroundings, and the child must be brought up in the surroundings with which he is fully acquainted. Therefore the text books also should be written with a local background.

MEDIUM OF INSTRUCTION :

One principle factor responsible for falling standards has been the foreign medium of instruction.

Educationally it is most unsound principle that children should be mercilessly forced to acquire knowledge through a foreign medium. I am not opposed to English teaching. I would recommend students only to acquire working knowledge of English. They should be able to thoroughly understand English, but it is not at all necessary for every student to acquire complete proficiency in expression. So long as we have no good text books in our language, the best course would be to prescribe English text books.

In that context I would consider imposition of Hindi as the medium of instruction in the non-Hindi speaking areas, equally harmful as the introduction of English medium. We should encourage regional languages. As the regional languages develop, and side by side Indian nationalism and all India economic, industrial and social concepts gain root, automatically Hindi too will gradually acquire a new all India form and character, and will automatically provide an all India link language. ★



London's Biggest Grammar School

By AN EDUCATIONAL CORRESPONDENT

The history of the Latymer Upper School in Hammesmith, now one of the largest grammar schools in London, began in 1624 when Edward Latymer, a wealthy and influential Crown official under Elizabeth I, directed in his will that the profits from part of his London property should be used for educating the deserving poor.

Latymer, who served for many years as senior assistant to the Receiver General in the Court of Wards and Liveries, owned land in Hammersmith, Fulham and Edmonton and like many wealthy men of the period, wanted the inhabitants to benefit on his death.

Most schools in existence in the 17th and 18th centuries were run by charity, often for only a handful of children, but from such very small beginnings many of the finest schools in Britain have sprung

Terms of A Will

In his will Latymer directed that eight poor boys of Hammersmith "should be put to some petty school to learn to read English and so be kept at school until they attain the age of 13 years, thereby to keep them from idle and vagrant courses and also to instruct them in some part of God's true religion."

Three years later Latymer died and the first eight boys were selected by the trustees at Hammersmith and at Edmonton, where a similar foundation was endowed.

Hammersmith in the 17th century was a small country village with no school of its own, so the Latymer boys in their distinctive uniform with its red Latymer cross were moved from place to place until their first permanent school was built in Hammersmith in 1756.

The Schol, as it is today, was opened in 1895 when the trustees decided to

endow a grammar school with the increased revenue from the Foundation.

Occupying a narrow strip of land stretching from the main road through Hammersmith to the river the buildings were designed to accomodate 300 boys but the school grew rapidly and frequent additions have been necessary.

With a total of more than 1,000 boys to cater for, pressure on space is great and adjoining land is purchased whenever it becomes available. Recent additions include Rivercourt House, a fine Regency house overlooking the river, which now houses 100 boys of the preparatory department and a new physics block.

The school maintained its complete independence until 1902 and since 1944 it has been in the category of direct grant grammar schools, which means it retains its own governing body and is represented with the country's major public and grammar schools on the Headmasters' Conference.

80 Per Cent. Free Places

Now at least 80 per cent. of the boys have free places from the three neighbouring local authorities of Middlesex, Surrey and London. The academic reputation of the school has been high for many years and today the number of boys staying on in the Sixth Form after the age of 15 is far above the average for a large grammar school.

An average of 70 to 80 boys every year go on to universities and during the last three years more than 70 have won places at Oxford and Cambridge. Sixth Form boys have a wide choice of subjects ranging from art and music to higher mathematics, economics and zoology. Fifteen years ago, Latymer Upper

pioneered the serious teaching of Russian in British schools, and upwards of 40 boys are now taking it in the Sixth Form.

"Our aim where games are concerned is to encourage all sports and we do not have a reputation for being outstanding in any particular field at the moment," says Mr. Sutcliffe. "As we are so near the river, rowing is popular, and our standard is very good if not quite top

dramatised play-readings and debates to musical evenings and talks from visiting celebrities," explains Mr. Sutcliffe. "A great deal is done by the boys themselves and they are encouraged to use their own imagination and initiative. The traditional highlight of their year is the "Jantaculum," a topical and usually facetious revue put on at Christmas for the School and parents. The tone of the Gild



Here an art class is seen in progress.

class compared with the best rowing schools. But we are enthusiastic and the new boat house soon to be built will give us encouragement."

One unique institution of which Latymer Upper is proud is the Gild, a society restricted to senior boys devoted largely to the creative arts and the bringing together of staff and pupils on equal terms.

Imagination and Initiative

"The Gild meets once a week during term and their activities range from

is very lighthearted with a lot of typical schoolboy humour but underneath there is a serious attempt to help boys to get over their shyness by performing in public and to give them experience of staging plays and entertainment."

As in most large London grammar schools there is always a fairly large number of boys from overseas, either the sons of diplomats and business men temporarily stationed in London - these

include several Australians - or of the more settled foreign communities.

Latymer Upper School is now a modern school in a modern setting playing a full part in the State educational system but its origins are not forgotten. The Latymer coat of arms with its distinctive cross still appears on the boys' caps, a direct link with the first eight poor boys of Hammersmith, and traditionally every boy who goes to the school is presented with a free cap. — *B. I. S.*

Modern Languages in the Primary School

Teaching of foreign languages which up to 1964 has been restricted largely to secondary schools in Great Britain, is being carried on in a number of primary schools under a pilot project of the Ministry of Education, supported by a grant from the Nuffield Foundation.

Some very successful progress has already been made in this field, particularly in French language classes, for children between the ages of eight and eleven. But often the approach has been the traditional one. The new experiment will concentrate on oral communication.

Under the pilot project, six or more areas will be chosen where children of eight years of age will begin to learn French with the idea of continuing the study throughout their school days. The aim of the project is to provide an integrated range of teaching materials texts, teachers' guides, wall charts and audio-visual materials - all of which should enable primary school children at the end of the five-year course to speak, read and write the language with reasonable ease.

The courses will be designed to provide a grounding both for pupils who wish to go on to study the literature and civilization of the country concerned and for those who need to use the language for more immediately practical purposes. The subject matter of the courses will be drawn as far as possible from the general life, history, geography, art and music of the countries where the language is spoken as the mother tongue.

If the experiment of this pilot project is successful, it may be introduced later throughout the country. (*Unesco Features*)

Educational India

A Monthly Devoted to Indian Education



BESIDES ORIGINAL CONTRIBUTIONS and INSPIRING EDITORIALS the Magazine serves as a professional guide to all teachers and educational administrators.

News from different states of the Indian Union; informative material from Unesco and other progressive countries of the world; Public Opinion on different aspects of Education; Experiments and other Organisational matters etc., form different special features of the Journal.

* * *

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* * *

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REVIEWS

ADVANCED EDUCATIONAL PSYCHOLOGY: Edited by B. Kuppuswamy. Published by University Publishers, Delhi. Price Rs 20/- Pages 511

This book is a cooperative effort of several outstanding psychologists of India, each a specialist in his own field. In these days of Secondary Education the importance of properly trained teachers with the master's degree in Education is realized and many Universities are providing their students with M. Ed. courses. But it is found that proper text-books and reading-material for them is not to be had copiously and this book is one which meets squarely such a demand.

This work was first undertaken by the late Prof. R. R. Kumria who unfortunately passed away after drawing up the scheme and fixing up the contributors. The work unfinished was undertaken by Sri B. Kuppuswamy who successfully went through his arduous responsibility.

This book is divided into five parts. The first two chapters which make the first part are introductory, the first giving the scope of Ed. Psychology and the second a brief historical sketch of Ed. Psychology in Ancient India.

The second part is made up of seven chapters. The 3rd and the 4th chapters deal with the nature and aspects of growth and are written by the Editor himself. The fifth and sixth chapters deal with the problems of learning and the next 3 chapters deal with the problems of Development.

The third part consists of 6 chapters and they deal with the problem of individual differences, the growth and measurement of intelligence, a measurement and evaluation in General. Chapters 14th and 15th deal with the problems of backward child and other problems of the gifted child. They are written by

B. D. Bhatia and Prem Pasricha respectively and are of very great use to students of Ed and research scholars.

The fourth part has three chapters on "Development and Assessment of Personality" by Shri K. Mitra, "Psychoanalysis and Education" by B. D. Bhatia and "Group Process in the class room" by Udai Pareek.

The fifth and the last part in the book has four chapters dealing with "Mental Hygiene in Education", by Bhatia, Maladjusted child and Psychology of Discipline, both by Udai Shankar and the last chapter on the most modern subject "Educational and Vocational Guidance" by S. M. Mohsin.

A very useful "briefs" on contributors is annexed at the end so that it seems as a 'Whos' who' and helps one to contact the concerned authors for further understanding of the respective subjects, which are dealt with in a scholarly manner. This is an Author's index and subject index for quick reference.

It is unfortunate that in such a good book, mistakes in proof reading should have crept in. In the very preface in the fifth paragraph it is said "In the last section" for "In the last two sections". We hope in subsequent editions such mistakes will be rectified. Otherwise the book is of a high order and we earnestly hope that the problems will put forth all their effort in overcoming such small defects as referred above which spoil the "personality" of a good book.

ORGANIZING A VILLAGE LIBRARY.

Published by Publication Unit, National Council of Educational Research and Training, 114, Sundar Nagar, New Delhi. Price 40 Np. Pages 28.

This is a small guide book published by NCERT as the first pamphlet under SOCIAL EDUCATION GUIDE BOOK SERIES. With the introduction of the Panchayat Raj, the need for a village library is all the more felt. A guide book for setting up such village libraries has been long awaited. This book gives some suggestions for organizing and running

EDUCATION COMMISSION AT WORK

The Education Commission was set up by the Union Govt. to review the educational system of the country. The inaugural meeting of the Commission was held on the 2nd October, 1964 at New Delhi. Since then, the Commission has held seven meetings so far.

Task Forces-Working Groups : In order to go into different aspects of education at some length, the Commission has set up 12 Task Forces : (i) School Education, (ii) Higher Education, (iii) Technical Education, (iv) Agricultural Education, (v) Adult Education, (vi) Science Education and Research, (vii) Teacher-training and Welfare (viii) Student Welfare, (ix) New Methods and Techniques, (x) Manpower, (xi) Educational Administration, and (xii) Educational Finance. In addition to these Task Forces, the Commission has also set up six Working Groups : (i) Women's Education, (ii) Educational Buildings, (iii) School Community Relations, (iv) Educational Statistics, (v) Education of Backward Classes, and (vi) Comprehensive Teacher-Training. Besides, some of

(Continued from preceding page)

village libraries. Taking into consideration of such a small pamphlet, it is felt that this guide book will prove useful to the village librarians, social education workers and others concerned with the organisation of village libraries. At the end of the booklet an appendix of "List of periodicals for Neo-literates is provided in which some periodicals in Hindi, Marathi, Bengali, Oriya and Kannada alone are mentioned. If this booklet is meant to cater for the needs of the village in general in India, Periodicals in other language-areas such as Andhra Pradesh, Tamilnad, Gujarat, and Kerala should also be included.

V. V. Tonpe.

the Task Forces have also set up some Working Groups to go into different aspects of their programme in greater detail.

The various Task Forces and working Groups have held about 100 meetings so far.

Special Studies: A Conference of the Principals of State Institutes of Education was organised at New Delhi on the 27 - 30th January, 1965. It has been

Delhi News Letter

By Shri V. S. JHA, Member, E. C.

decided at this Conference that the State Institutes would conduct following studies on behalf of the Commission by June' 65.

(i) Collect selected educational statistics for 2 - 3 representative Districts in each State.

(ii) Case studies of a few 'good', 'average' and 'poor' primary and middle schools (including teacher training institutions for primary teachers).

(iii) Unit cost studies.

(iv) Analytical study of grants - in-aid system.

Besides these studies to be undertaken through the State Institutes of Education, the National Council of Educational Research and Training is also assisting the Commission by undertaking a number of studies and projects at the request of the Commission.

Visits to States : The Commission has also drawn up a programme of visits to different States. During these visits, the Commission goes round some of the educational institutions including the engineering and technological in a State and discusses current educational problems with the State Government, local bodies, educationists, officials, non-offi-

cial, teachers, teachers' organisations, students and others interested in education. It has been customary with the Commission to divide itself in four or five groups to visit the different parts of the State.

The Commission has already visited Rajasthan, Maharashtra, Mysore and Madhya Pradesh.

Interviews with prominent persons: The Commission has also drawn up a programme of interviews with some leading persons in different walks of life, at New Delhi to discuss with them some of the important educational problems. The Commission has already interviewed the following persons :

Shri Morarji Desai; Dr. G. S. Mahajani, Vice-Chancellor, Udaipur University, Udaipur; Prof. E. W. Bakke; Shri A. E. T. Barrow, M. P., Secretary, Council for the Indian School Certificate Examination, New Delhi.

Dr. A. H. King, Controller, British Council, London; Prof. D. R. Gadgil, Gokhale Institute of Politics, Poona; Shri Asoka Mehta; Shri H. C. Mathur, M. P., New Delhi; Shri G. D. Sondhi, I. E. S. (Retd.), Bamboo Lodge, Subbathu, Simla Hills.

The Commission also had an opportunity to discuss their memorandum with Teachers' College, Columbia University Team in India led by Dr. J. Paul Leonard.

Consultants: Dr. John Guy Fowlkes has joined the Education Commission on a six-week visit as Consultant on Educational Administration. Dr. John H. Fischer is also joining as a Consultant on Teacher-Training for a four-week period. Dr. P. H. Coombs, Director, International Institute for Educational Planning, Paris, and another Consultant to the Commission also paid a brief visit in February, 1965.

Memoranda: The Commission has so far received about 375 memoranda out of different topics.

Questionnaire: The Commission has also drawn up a questionnaire. It is being sent to about 10,000 persons with a request to send in their replies by the 31st May, 1965.

Final Report: According to the Resolution setting up the Commission, the Commission has to give its final report not later than 31st March, 1965 and its work at present is going on according to the schedule.



This year the crops have been good.
So why worry?

Yes, the harvest has been good. But people in the surplus areas should accept some restraint on consumption and share their plenty with those in the deficit areas. We should also avoid waste and help build up buffer stocks for the lean season.



EDUCATION

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